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ABSTRACT

Operation Bridge, a program which was developed by the Detroit Public Schools to train 13 adult advisors to work with adult education students in outreach sites and traditional adult education centers, is described. The selection process, the orientation, the coursework, the internships, and the application of training are discussed. The report on the evaluation of this project covers analyses of the data obtained from the Tennessee Self-Concept Scale (TSCS) and the Multidimensional Internal-External Locus of Control Reinforcement Scale (Gurin, 1969) which were administered to the adult advisor trainees at the beginning and ending of the training program. The results from these tests indicate that the participants had increased their positive feelings about themselves, their behavior, and their personal and social self; and that they had an increased sense of control in their lives, in their work, and in the community. Descriptions of the TSCS and the Multidimensional Internal-External Locus of Control Reinforcement Scale are given. Also included are tables reporting the scores on the pretests and posttests for each instrument. Concluding this document are four examples of completed evaluation forms in which students evaluated their advisors and the program. (EM)

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TRANSCRIPT

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OPERATION BRIDGE: OVER THE TROUBLED WATERS OF ADULT EDUCATION

Robert F. Bowers

INTRODUCTION

They sit on the edge of the city like crumbs to be swept from the table. They are the long-lined people who wear tragedy and anguish on their faces like dandruff on the shoulder. How do they learn, when survival is more important, more important than fractions, or the difference between "a" and "an" or "four times eight"? Their lives pour down through the days and each day is no better than the one before or tomorrow.

The slick, slightly bored voices from ABC says Detroit is numbers: 18% unemployed, crime rate soaring by 20%, food index up by 1½ percent, interest climbs to 19%. Uninvolved voices from a box. For Detroit it is not numbers, its a city; a city of people with people's problems.

And in the schools for adults, before we can teach that learning is the only challenge, some effort had to be made to assist adults in coping with problems.

SELECTION PROCESS

As a beginning, the Detroit Public Schools' Department of Adult Education began the task of implementing Operation Bridge. A program designed to create an education process with counselors to help the soul while teachers challenged the mind. The first step was the selection of potential Adult Advisors. This was accomplished through the Detroit Public Schools' Special Projects Personnel Office. The criteria for Adult Advisors were established and published throughout the Detroit Public School System.

The important points in that criteria were: Applicants must be certified teachers and they must have had a minimum of two years successful teaching experience in the Department of Adult Education.

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We were also looking for persons who, in addition to satisfying certain professional requirements, might provide warm and sensitive attention to the needs of adult learners. Through the leadership of the personnel director and a selection committee comprised of the Project Director, the Detroit Public Schools' Secondary Guidance Specialist and an Adult Education Administrator, thirteen Adult Education teachers were selected to become members of the Operation Bridge Cadre. These Cadre Members were our future Adult Advisors.

ORIENTATION

The Urban Adult Education Institute had been pre-determined as the central location for the conduct of Operation Bridge. Following the selection of Cadre members, the next step would be orientation for those members. Orientation was conducted over a period of six days. The orientation activities included an overview of the Operation Bridge Program with its goals and objectives, a description of the training phase and the application phase, pre-testing Cadre members using the Tennessee Self Concept Scale and the I - E Multidimensional Opinion Survey and reviewing the role and expectations of an adult advisor.

In addition, the internship component was reviewed with attention being given to the goals and expectations inherent in an internship experience.

A unique aspect of the internship orientation involved not only Cadre members visiting the selected internship site during this orientation period but the Director from two of the larger internship locations visited the Urban Adult Education Institute and gave comprehensive presentations to all Cadre members as regards their particular locations and activities.

The orientation also included an in-service period with Dr. Jesse James, Assistant Director of Guidance for the Detroit Public Schools. This session was a prototype of the regularly scheduled in-service sessions that were to be held throughout the training and application phases. An important part of the orientation process

involved a joint meeting of Cadre and the Adult Education full time Administrators. This meeting was important in that the Cadre members were introduced to the administrators, the program goals and objectives were re-stated to all Administrators and an opportunity was provided for open discussion.

The administrators were further provided an opportunity to ask questions regarding the Adult Advisors' duties and responsibilities as well as administrative accountability for Adult Advisor Supervision. Finally the Cadre members were provided with an overview of the proposed Michigan State University's Counseling Course Work and the stage was now set for Cadre registrations for two courses to be conducted by Michigan State University Personnel.

MICHIGAN STATE UNIVERSITY

The Michigan State University course work began with registration. Under the direction of Dr. Charles Jackson, Director of Michigan State University's off-campus location in Birmingham, Michigan, the Cadre members registered for two courses: The Counseling Process and Counseling Practice. The Michigan State University staff, comprised of Drs. Jackson, Stewart and Warfield met with the Cadre at this time. Dr. Norman R. Stewart, Author of Systematic Counseling, and the senior professor in this venture taught the Counseling Process. This three hour course presents a general strategy for the counseling process called Systematic Counseling. This strategy covers all stages of the COUNSELING PROCESS. Each stage of the process is called a subsystem within the counseling system. Dr. Martha Warfield taught Counseling Practice. This course defines and models a variety of counselor response skills and strategies designed to be used within the context of the helping interview. The emphasis in this course is to examine the different types of responses used by counselors when working with a client and define their importance and use in the counseling process. Attention is also given to the ability to accurately distinguish between the appropriate use of responses in reaching the

goal of a particular stage in the counseling process. In contrast to Counseling Practice, the course Counseling Process focuses upon changes in the nature of interaction as counselor and client progress through the counseling process. Counseling Process also provides the foundation for the study of counseling strategies, but does not duplicate the course, Counseling Practice. A variety of experiences are provided for the two courses. In addition to lecture and discussion, the making of cassette tape recordings of counselor performance at four critical points in the counseling process were required. With the assistance of Mr. Henry Cade, Educational Consultant from Wayne State University's Detroit Center for Professional Growth and Development, Video Tape recordings were made and critiqued and behavior rehearsal under directions of the professors was an important facet in this area of training.

INTERNSHIPS

Concurrently with the Michigan State University course work each Cadre member served eight hours per week as an intern in a local social agency. It was important that Cadre members receive preparation in community agencies that impact the lives of adult learners. The concept of internships reflects an attempt to approximate the environment in which adult students find themselves within urban areas.

The Frank Murphy Hall of Justice is the headquarters for the Probation Department of Recorders Court. The Probation Department in addition to providing probationary services to ex-offenders, operates a psychiatric clinic and a residential home for female parolees called Evangeline House. Three Cadre members were placed in this location.

The Butzel Family Center under the direction of a Social Work specialist, is a center offering group work, individual counseling and recreational opportunities for men and women over 55 years of age in the Detroit Metropolitan Area. One Cadre member served in this location.

The Detroit Health Department furnished two internship locations. These locations were devoted to Substance Abuse. The purpose of the program is to provide rehabilitative services to opiate abusers in order to assist them in becoming independent of opiate use and able to lead constructive, self-reliant life styles. The services offered include 7-21 day methadone detoxification, methadone treatment beyond 21 days, acupuncture, hypnotherapy, transcendental meditation, individual and group therapy, vocational, psychological, legal and medical service. Dr. Norman Stewart consulted on location with the medical doctors in this program as a Cadre member plans strategy with a Health Department Nurse. Three Cadre members served in these locations.

The Harper Gratiot Multipurpose Center was the location for the Detroit East Mental Health Clinic. This clinic provides counseling, psychiatric and medical care for financially needy individuals on referral from County and State facilities for Mental Health. A variety of services are provided in this location. One Cadre member was placed at the Mental Health Clinic and became familiar with the other services provided here.

The Michigan Employment Security Commission accepted two Cadre members for internship. The purpose of this agency is to bring prospective employer and employee together through such procedures as receiving job orders, establishing a job bank, evaluating and testing clients for job placement and making job placements. The Michigan Employment Security Commission, in addition to providing unemployment benefits, also keeps abreast of the changing job market and provides counseling for a variety of clients. The Detroit Rehabilitation Center operates a clubhouse for persons 18 years of age and older who have exited from a State Hospital who live in the East Detroit Catchment Area. This facility offers vocational counseling, job training and job placement to members of the clubhouse. One Cadre member was placed in this location.

FINAL RETREAT

Upon completion of the training phase which consisted of Michigan State University Course Work, Internships and In-Service, the Cadre members met at the Mercy College Conference Center for a final overnight retreat before beginning the application phase of Operation Bridge. The Cadre members met at this location for the purpose of post-testing, evaluation of training, preparing for dissemination and preparing for assignments as adult advisors in the Detroit Public Schools' Adult Education Program. Dr. Norman Stewart also provided consultation services at this workshop. Three groups were formed with each group being assigned to a specific task for the purpose of evaluating and making recommendations. These groups were, Michigan State University Course Work, Internship agencies and In-service. At the end of the first day Dr. Stewart addressed the Cadre in terms of their training and application of training. As he summed up the total experience, Creativity, Concepts and Camaraderie were his final words to the new Adult Advisors. In the morning of the second and final day of the retreat, the adult advisors conducted their own period of summing up. This included post-testing the instruments that had been administered four months previous.

The full time Adult Education Administrators under the leadership of Mr. Ray Ferrier, Divisional Director of the Adult Education Department, Detroit Public Schools, arrived at the retreat site during the morning of the second day. The purpose of this meeting was to make final assignments of Adult Advisors to the Adult Education locations and review the duties and responsibilities of the advisors. Administrators and Cadre members were given the opportunity to engage in frank and open discussion and clarify various issues that pertained to the adult advisor as a new member of the Adult Education Team. The adult advisors received their final charge from the administrators before beginning the application phase of Operation Bridge.

ADVISORS AT WORK

APPLICATION OF TRAINING

This is where it all begins. At the moment that a student meets with and begins to interact with a teacher, the process begins. Adult Education students bring a variety of personalities, ethnic heritages, abilities, concerns and aspirations to a variety of classroom locations. The large, stable in-house centers such as Urban Adult Education Institute, Ruthruff Adult Day School, Trombly Adult Day School, and the Majeske Adult Day Center provide opportunities for the adult advisor to work in a rather traditional one-on-one manner in addition to group sessions. The Adult Advisors also worked in a variety of out-reach locations. This location, the Greater Detroit Society for the Blind, is one of the most unique. Here the adult advisor works with an Adult Education Teacher and a Braille teacher in providing services to blind students as they work towards attaining a G.E.D. or upgrading their basic education skills.

The Department of Social Services provides a facility for Adult Learners to study. At this location the Adult Advisor works with students in the conduct of a Job Club. In this setting the advisor assists the teacher in helping students locate job openings, prepare for job interviews and generally up-grade employability skills.

Finally, Advisors have become involved with Adult Education Teachers in yet another manner. They have served as presenters and resource persons for an Adult Education Teachers' workshop. They conducted mini sessions in a variety of areas such as Values Clarifications, demonstrating the use of the California Career Occupational Preference System, the Michigan Occupational Information System and Special Needs Counseling.

The Adult Education Department of the Detroit Public Schools has pledged its resources to make a counseling program work for all adults enrolled in the educational process. Operation Bridge under the leadership of Dr. Robert F. Bowers is

attempting to provide that service to a small group of those students enrolled in the Adult Education Program. The alternative for education for this city's people is chaos. Neither this city, Michigan or this country can write that check.

OPERATION BRIDGE

DETROIT PUBLIC SCHOOLS' ADULT EDUCATION DEPARTMENT

EVALUATION PLAN

The evaluation of the Detroit Public Schools' Adult Education Operation Bridge Project includes an analysis of data obtained from the Tennessee Self-Concept Scale and the Multidimensional Internal-External Control Survey. These instruments were administered to all adult advisor trainees at the beginning and ending of the training process.

The impact of the Operation Bridge Training Process on the self-concept was measured using the Tennessee Self-Concept Scale. The scale consists of one hundred (100) self descriptive statements which the subject uses to portray his/her picture of self. Scores were obtained from pre and post administration of the instrument and were used to determine changes in self-concept during the training process. (See Table 1)

TENNESSEE SELF-CONCEPT SCALE

DESCRIPTION

1. Self-Criticism Score

   This score explores individual defensiveness and indicates individuals who may be making an effort to present a favorable picture of themselves. Low scores suggest defensiveness and efforts to present a favorable picture of self. High scores generally indicate a normal, healthy openness and capacity for self-criticism.

2. Total P Score

   This score is the most important single score on the test and reflects an individual's overall level of self-esteen.

3. Identity Score

These scores indicate self-identity - how the individual sees self. High scores suggest a positive view of self and low scores a negative view of self.

4. Self-Satisfaction Score

This score measures how an individual feels about the self as perceived. The score reflects the level of self-satisfaction or self-acceptance.

5. Behavior Score

This score indicates the individuals' perception of their own behavior, how they act. High scores suggest a positive view and low scores a negative view.

6. Physical Self Score

In this score, the individual presents his view of his body, his state of health, his physical appearance, skills and sexuality.

7. Moral-Ethical Self Score

This score describes the self in terms of a moral-ethical frame of reference. Religious values, "goodness" or "badness" and relationship to God are part of this score.

8. Personal Self Score

This score reflects one's feelings of adequacy, worth and value from an individual or personal frame of reference.

9. Family Self Score

This score reflects one's feelings of adequacy, worth and value as a family member.

10. Social Self Score

This score reflects an individual's sense of adequacy and worth in social interactions and with people in general.

TABLE I

September, 1980

January, 1981

Pre and Post TSCS Scores for Operation Bridge Cadre Members

(N=13)

		PRE		POST		
	Score	Mean	Standard Deviation	Mean	Standard Deviation	t
1.	Self-Criticism	32.15	5.93	33.92	6.94	- 1.48 *
2.	Total P	386.38	21.42	393.15	32.41	- 1.39 *
3.	Identity	137.08	5.58	137.69	9.01	- .43
4.	Self-Acceptance	122.31	12.41	126.08	16.00	- 1.30
5.	Behavior	127.00	7.96	129.38	10.81	- 1.63 *
6.	Physical Self	76.92	5.60	76.77	7.00	.10
7.	Moral-Ethical Self	81.15	5.27	81.23	7.22	- .07
8.	Personal Self	75.00	4.46	77.08	7.90	- 1.37 *
9.	Family Self	75.62	5.23	77.38	7.40	- 1.28
10.	Social Self	77.69	5.70	80.00	7.02	- 1.94 **

* $p < .10$

** $p < .05$

The data in Table I suggests that the Cadre Members statistically significantly increased:

(1). Their capacity for self-criticism
(2). Their overall level of self-esteem
(3). Their perception of how they act in a positive manner
(4). Their feelings of adequacy, worth and self value
(5). Their sense of adequacy, worth in social interactions with people in general.

It appears that during the period of their participation in the Operation Bridge Training Phase, participants significantly increased their overall feelings about self, their behavior, their personal and social self in a positive direction.

Different attitudes of Cadre members were also measured as part of the evaluation plan. The Multidimensional Internal-External Locus of Control Reinforcement Scale, developed by Patricia Gurin, et. al. 1969, at the University of Michigan, was used to measure a subject's sense of control over external events. This instrument is a questionnaire which consists of thirty-nine pairs of alternative responses. Each student independently selects the one alternative which he/she feels is true or which he/she would like to be true. Scores were obtained from pre and post administrations of the instrument and were used to interpret changes in perceived control over external events after program participation. A higher score on the administration of the instrument indicates an increased sense of control over external events. (See Table II)

MULTIDIMENSIONAL I-E SCALE (WITH EMPHASIS ON RACE IDEOLOGY)

DESCRIPTION

The multidimensional approach is based on two key distinctions. The first, a distinction between self and other highlights the fact that a person may feel he is in control of his own life, yet believe that people in general are not; or--as is more likely for a poor man or a victim of discrimination--he may feel that most people control their destinies, although he himself does not. A second distinction, important for studies of Negroes in American society, Gurin has labelled "individual vs. system blame." The issue here is whether a black person sees individual qualities of Negroes or social system factors as the key determinants of his fate.

Gurin et al. factor-analyzed a pool of items used in a recent study of Negro college students and obtained evidence for the distinctions just outlined. Included

in the factor analysis were the 23 items of the Rotter I-E Scale, three items from the Institute for Social Research Personal Efficacy Scale, and a set of questions, in the same forced-choice format, written especially to tap beliefs about the operation of personal and external forces in the race situation in the United States.

In view of the fact that the Cadre membership is composed of seven blacks and six non-blacks, it was decided to use Gurin's multidimensional approach rather than the traditional Rotter I-E Scale.

MULTIDIMENSIONAL INTERNAL-EXTERNAL SCALE

Data from pre and post administration of the Multidimensional Internal-External Locus of Control Scale were examined for all cadre members. The thirteen (13) cadre members completed pre and post test on this instrument. An analysis of these data revealed a pretest mean of 16.23 and a posttest mean of 21.92. Using Sandler's A test for significance, there was statistical significance at the .01 level.

TABLE II

September, 1980

January, 1981

Multidimensional Internal-External Locus of Control Scale

(N = 13)

	Mean	Standard Deviation	t
PRE	16.23	5.46	
POST	21.92	6.83	.1311*

* p .01

These results indicate that there was a statistically significant increase in the participants' sense of personal control in their lives, their work and the community.

STUDENT EVALUATION

Date 5-27-81

Student Name (Optional) _____

Length of time in program Since January, 1981

Length of time with advisor Since March, 1981

1. Describe your relationship with your advisor.
   Very understanding and considerate. Always willing to help me with my problems.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes. I enjoyed working with him.

3. How often did you see your advisor?
   From 20-30 minutes once a week.

4. Did the advisor help you? How?
   Yes. He talked to me and made me realize I wasn't the only one with problems.

5. Do you feel that you are able to solve problems better now than before?
   Yes. I really felt more dependent on someone before, now I don't.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes. I feel better about myself and my situation.

7. Do you know more about community agencies?
   Yes, more than before.

8. What would you change in the counseling process?
   More flexibility for my counselor to have seen me other days and times.

9. How would you rate your advisor? Why?
   Excellent, because he was very understanding.

10. Name the next two steps you will take toward reaching your vocational and/or academic goal.
    Will take G.E.D. test, get a job, or go to college.

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?
    Yes, I have made all my own decisions.

12. Please complete this statement.
    I am now more confident about getting a job because:
    I have more confidence, and I know Math and English better.

STUDENT EVALUATION

Date 5-27-81

Student Name (Optional) _____

Length of time in program Oct. 1980

Length of time with advisor March, 1981

1. Describe your relationship with your advisor.
   He is a very understanding person and he is always there.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes.

3. How often did you see your advisor?
   Once a week.

4. Did the advisor help you? How?
   He showed me there is more to life. Yes.

5. Do you feel that you are able to solve problems better now than before?
   Yes.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes, I think more of myself now.

7. Do you know more about community agencies?
   Yes.

8. What would you change in the counseling process?
   Nothing I think they are doing a very good job.

9. How would you rate your advisor? Why?
   He is a very good person because he is always there.

10. Name the next two steps you will take toward reaching your vocational and/or academic goal.
    G.E.D. and then nursing school.

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?
    I made all my decisions.

12. Please complete this statement.
    I am now more confident about getting a job because:
    I feel good about myself and I know where I am going.

STUDENT EVALUATION

Date 5-27-81

Student Name (Optional) _____

Length of time in program 10-80

Length of time with advisor 2-81

1. Describe your relationship with your advisor.
   Very understanding and a good listener.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes, very much so.

3. How often did you see your advisor?
   Once a week.

4. Did the advisor help you? How?
   Yes. Helped me to feel more confidence in myself.

5. Do you feel that you are able to solve problems better now than before?
   Yes.

6. Have you changed any of your opinions about yourself since working with the advisor? How?
   Yes. I have a more positive outlook toward life.

7. Do you know more about community agencies?
   No, because they didn't involve me and my concern. I know more about Detroit Public Schools education programs.

8. What would you change in the counseling process?
   Nothing. Works fine the way it is now.

9. How would you rate your advisor? Why?
   Excellent. Very sincere and a good person.

10. Name the next two steps you will take toward reaching your vocational and/or academic goal.
    I will take the G.E.D. test.
    I will get into an apprentice program.

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?
    I made all decisions on my own.

12. Please complete this statement.
    I am now more confident about getting a job because:
    I feel I am better equipped to pass employment tests and I also feel more confident in employment interviews.

STUDENT EVALUATION

Date May 12, 1981

Student Name (Optional) Rita

Length of time in program 7 months

Length of time with advisor 2 months

1. Describe your relationship with your advisor.
   We became very good friends because she was always willing to listen and tried to be helpful and understanding.

2. Did the counselor understand you, your problem, and what you wanted?
   Yes.

3. How often did you see your advisor?
   Every other week unless I needed some advice between appointment. I could always call her and she would listen.

4. Did the advisor help you? How?
   She helped me to feel more confident about my abilities to complete my G.E.D. and helped me to set realistic goals for myself which I could easily meet.

5. Do you feel that you are able to solve problems better now than before?
   Extremely more confident.

6. Have you changed any of your opinions about yourself since working with the advisor? How?

   Yes, I feel much better about myself and that I can come with my problem better.

7. Do you know more about community agencies?
   Yes.

8. What would you change in the counseling process?
   Not a single thing.

9. How would you rate your advisor? Why?
   On a scale of 1 to 10 she is a definite 15.

10. Name the next two steps you will take toward reaching your vocational and/or academic goal.
    I want to find a part time job this summer and then go to a community college in the fall.

11. Do you feel that you have made your own decisions in recent months or did the advisor make them for you?
    I made all the decisions by myself.

12. Please complete this statement.
    I am now more confident about getting a job because:
    I now have my G.E.D. completed and I feel more confident about being able to deal with my own life.